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Student Evaluation



Alberta
EDUCATION

Report of
AD HOC STUDENT EVALUATION
TECHNICAL ADVISORY COMMITTEE

FIRST MEETING

FEBRUARY 10, 1983 -- 9:00 a.m.

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MEMBERSHIP

AD HOC STUDENT EVALUATION TECHNICAL ADVISORY COMMITTEE

Mr. William Brooks The Alberta Teachers' Association 11010 - 142 Street EDMONTON, Alberta T5N 2R1	Phone: 453-2411
Dr. Larry Ferguson Alberta School Trustees' Association 12310 - 105 Avenue EDMONTON, Alberta T5N 0Y4	Phone: 482-7311
Dr. Janelle Holmes Calgary Board of Education 515 Macleod Trail S.E. CALGARY, Alberta T2G 2L9	Phone: 294-8211
Dr. Eric Mokosch University of Lethbridge 4401 University Drive LETHBRIDGE, Alberta T1K 3M4	Phone: 329-2251
* Dr. Michael Kozlow Student Evaluation Branch	Phone: 427-9456
Dr. Thomas O. Maguire University of Alberta Educational Research 3 - 104 Education Building, North EDMONTON, Alberta T6G 2G5	Phone: 432 3762
Dr. Harry Mosychuk Edmonton Public School Board 10010 - 107A Avenue EDMONTON, Alberta T5H 0Z8	Phone: 429-8000
Dr. Walter Unruh University of Calgary Faculty of Education CALGARY, Alberta T2N 1N4	Phone: 284-6281
* Dr. David Wasserman (Committee Secretary) Student Evaluation Branch	Phone: 427-9537
Dr. J. Lawrence Tymko (Committee Chairman) Student Evaluation Branch	Phone: 427-5419

Branch Resource Personnel

AD HOC STUDENT EVALUATION TECHNICAL ADVISORY COMMITTEE

NOTICE OF MEETING

Thursday, February 10, 1983 at 9 a.m.

Student Evaluation Branch Boardroom
Harley Court, 4th Floor
10045 - 111 Street
Edmonton, Alberta

Phone: 427-2948

AGENDA

1. Introductions
2. Terms of Reference
3. Test Development Process - Review by F Horvath and M. Treasure
4. Scoring Procedures
5. Sampling Procedures

Information Items

1. 1982 Achievement Test Reports
2. Discussion paper - Revised Student Evaluation Policy, January 1983
3. 1983 Comprehensive Examinations Program Bulletins (4)
4. Examination Regulation

Ad Hoc Student Evaluation Technical Advisory Committee

Minutes of the February 10, 1983 meeting.

In attendance:

J. Lawrence Tymko (Chairman) (SEB)
William Brooks (ATA)
Janelle Holmes (Calgary Board of Education)
Frank Horvath (SEB)
Michael Kozlow (SEB)
Thomas Maguire (U. Of A.)
Harry Mosychuk (Edmonton Public School Board)
Walter Unruh (U. Of C.)
David Wasserman (SEB)
Ritchie Whitehead (U. OF L.)

Absent:

Larry Ferguson (ASTA)

The meeting was called to order at 9 a.m.

1. As this was the first meeting of the committee, introductions were made.
2. Dr. Tymko briefly reviewed the committee's terms of reference and timelines, which had been circulated.
3. Dr. Tymko reviewed the program for future meetings. In response to a question from Mr. Brooks, he said that the committee would deal with both achievement and comprehensive testing, and both development and reporting.
4. Dr. Wasserman reviewed the test development process as outlined in the document, "Achievement Test Development Procedures." Questions raised in discussion of the document, and the accompanying document, "A Strategy for Setting Standards," were concerned with:
 - standard-setting, and both past and current practices
 - sampling procedures used in field-testing and the formal administration
 - the past involvement of Technical Review Committees in standard setting and item approval
 - the degree to which the outlined field- and pilot-testing procedures had been followed in the 1982 achievement test development
 - the appropriateness of using the Nedelsky method as opposed to other techniques with Technical Review Committee

Dr. Maguire suggested that the committee should address itself to:

- the process of assigning items to blueprint categories
- criteria for determining when a revised item should be field-tested after revision
- types of item analysis that should be used
- sample sizes for field-testing
- number of items required for reporting
- number of items to be repeated from test to test

Dr. Unruh pointed out that perfection cannot be achieved in testing, and suggested the committee should examine types of validity other than curricular validity.

The committee broke for coffee from 10:05 to 10:15.

5. Dr. Maguire reviewed the main points of his paper, "Notes on Sampling Strategies," which had been circulated.

He recommended matrix sampling, testing all students, for future achievement testing.

Dr. Holmes said that a survey of Calgary teachers after the June, 1982, Achievement testing and before the circulation of results showed that Grade 3 teachers thought the Mathematics 3 test was valid, Grade 6 teachers were divided on the Grade 6 Science test, and Grade 12 teachers felt that the Language Arts 12 tests were not valid.

Dr. Holmes also raised questions about the purpose of achievement testing -- whether they were primarily to compare jurisdictions or to establish benchmarks.

Mr. Brooks wondered whether jurisdictions found the jurisdiction results of benefit. The chairman expressed the view that from all indications the field response was most positive in this regard.

6. Dr. Wasserman outlined the scoring procedures used for the comprehensives, with special emphasis on the written expression scoring. Dr. Kozlow described the scoring of the Mathematics and Science comprehensive written expression scoring.

A discussion of interrater reliability and its measurement in the scoring of written expression followed.

The committee broke for lunch from 11:45 a.m. to 1 p.m.

7. Several documents which had been circulated were presented as information items:

- 1982 Achievement Test Reports
- Discussion Paper - Revised Student Evaluation Policy, January 1983
- 1983 Comprehensive Examinations Program Bulletins
- Examination Regulation

Mr. Brooks said he was not comfortable with some aspects of the reports such as interpretations of results based on one item.

Dr. Holmes suggested the reports should explicitly address standard-setting procedures, and should include reliability data.

Dr. Mosychuk suggested the summary reports should generalize, rather than give the results of specific items as examples.

Mr. Brooks expressed the fear that the reports could come to be viewed as representing and finally defining the program of studies.

Dr. Unruh asked what Branch staff saw as major problems the committee should address. Mr. Horvath mentioned standard setting, test reporting, and sampling. Dr. Kozlow mentioned report format and content. Dr. Wasserman mentioned scoring of written expression.

It was agreed that the purpose of testing was an important question to be addressed.

The next two meetings were set for February 21 and March 14. The February 21 meeting will deal with the policy proposal and purposes of testing, and the test development process will be reviewed using the Social Studies 9 Achievement test as an example.

The value of having a representative from the curriculum branch in attendance was discussed.

The meeting adjourned at 2:30 p.m.

AD HOC STUDENT EVALUATION TECHNICAL ADVISORY COMMITTEE

An ad hoc technical advisory committee will be established for the Student Evaluation Branch.

Purpose

The purpose of the Committee will be to review the technical aspects of the Student Evaluation Program and to make such recommendations as it deems appropriate to the Director of Student Evaluation of Alberta Education.

Terms of Reference

The Committee, under the chairmanship of an Associate Director of the Student Evaluation Branch, will review and advise on any technical aspect of student evaluation referred to it by the Director of Student Evaluation, Alberta Education.

Structure of the Committee

The Committee will be composed of:

1. A chairman and two other members appointed by the Director of Student Evaluation.
2. A selected representative from each of the University of Alberta, the University of Calgary and the University of Lethbridge.
3. A selected representative from the Alberta School Trustees' Association.
4. A selected representative from the Alberta Teachers' Association.
5. A selected representative from each of the Edmonton and Calgary public school districts.

Background

During the past two years, the Student Evaluation Branch has constructed, administered, and reported on one round of the Achievement Testing Program, and is in to the first round of the Comprehensive Examinations Program. At the present time, revisions are being made to both programs, and therefore it appears to be an appropriate time to conduct a review of the technical aspects of the student evaluation programs.

Purpose

The purpose of the technical advisory committee is to examine the technical aspects of the student evaluation programs and to make recommendations for future practice. Amongst the aspects to be examined are the following:

- A. The process of test construction including:
 - 1. the development and use of curriculum specifications
 - 2. the validity of test blueprints
 - 3. the appropriateness and usefulness of field testing, and the use of field test information in item revision
 - 4. the quality of items as evidenced by content validity information, difficulty levels, discrimination indices
 - 5. the quality of the finished instrument including time limits, test statistics, test efficiency, and validity
- B. Validity and efficiency of administration and scoring including
 - 1. timing of the test in the academic year
 - 2. distribution of test materials

3. sampling procedures
 4. process of returning completed examinations
 5. reliability of scoring (essay and multiple-choice)
 6. validity of scoring
 7. efficiency of scoring
- C. Utility and appropriateness of reporting procedures including
1. utility of standards
 2. validity of standards and interpretation bands
 3. readability of reports
 4. timeliness of reports
- D. Psychometric quality of tests

Procedures

The Ad Hoc Technical Advisory Committee will be composed of people who are knowledgeable and interested in psychometrics. They will undertake to review the work of the Student Evaluation Branch from a psychometric perspective keeping in mind curriculum concerns. It is anticipated that most, if not all, of the materials to be reviewed are available. In some instances it may be necessary to interview people who are involved in various test construction projects, but for the most part members of the advisory committee who are on staff of the Branch will be able to provide the needed information.

In making recommendations, the ad hoc advisory committee should be mindful of the policy, budget, and time constraints that surround the student evaluation programs and try to be as specific and practical as possible.

The review process will involve general meetings to discuss the testing programs as a whole, and sub-group meetings to deal with the various tests and their results.

Timeline

A preliminary report should be prepared for the Director by May 15, 1983. Following this, discussions between the ad hoc committee and the Director should take place at which recommendations can be revised. The final report will be completed by June 15, 1983.

REVISED PROVINCIAL
STUDENT EVALUATION POLICY

A DISCUSSION PAPER

ALBERTA EDUCATION
January, 1983

FOREWORD

Since the announcement of the Student Evaluation Policy in November 1980, much discussion has taken place with regard to the Comprehensive Examinations Program. As the initial writing date drew nearer, concerns about purpose, standards, and comparability of results throughout the province escalated, and the demand and support for compulsory provincial examinations increased. As a consequence, the Minister of Education, the Honourable David King announced on December 17, 1982 that he would be recommending to the government a form of compulsory comprehensive examinations that would begin in January 1984.

As a follow-up to the Minister's announcement, Alberta Education has prepared a position paper, which the Minister has approved for discussion purposes. The governing principle upon which this paper is based is that since the province assumes ultimate jurisdiction for the provision of education, it has an obligation to account for the achievement of students attending school in Alberta.

Following are the modifications being proposed to the current student evaluation policy:

1. The Comprehensive Examinations Program will be expanded to provide compulsory components for all students graduating from high school.
2. The existing requirements for the High School Diploma will be expanded to include credit in Social Studies 20 and 30 in addition to Social Studies 10, effective September 1985.*
3. Achievement testing at the high school level will be discontinued.
4. The results statement for comprehensive examinations will show the percentage score only for the overall performance on each examination and will appear along with school-awarded marks on the official high school transcript.
5. Effective September 1983 the requirement for awarding high school course credits will be increased from a minimum mark of 40% to a minimum mark of 50%.

* The existing requirements for a High School Diploma are noted in the Appendix.

REVISED PROVINCIAL STUDENT EVALUATION POLICY

Introduction

Evaluation of student achievement is viewed as the systematic process of collecting, analyzing, interpreting, and judging information to determine the degree to which curriculum objectives, i.e., learning outcomes have been realized. In general terms, student evaluation is a means of clarifying the goals of schooling and a process for determining the degree to which students are progressing toward these desired ends. Alberta's student evaluation policy fully recognizes that the primary responsibility for the promotion of students within school systems and the awarding of high school course credits resides at the local level.

Purposes of Provincial Student Evaluation

Several purposes for undertaking a provincial program of student evaluation are as follows:

1. To certify the achievement of students graduating from high school.
2. To establish, promote, and maintain acceptable standards of quality educational programs for Alberta students.
3. To provide information regarding the extent to which curriculum objectives are being met and to identify areas where changes in curriculum or in its implementation might be necessary.
4. To provide comparative information to school jurisdictions, teachers, and the public regarding student performance.
5. To provide assistance to teachers in the diagnosis of learning problems of individual students.
6. To provide information useful to teachers in planning in-service activities.

Premises Underlying the Provincial Student Evaluation Policy

The premises underlying the student evaluation policy are as follows:

1. That the responsibility for student evaluation should be shared with the local school jurisdiction and specifically with classroom teachers. School-awarded marks should continue to be the basis for the granting of high school course credits which are a requirement for the High School Diploma.
2. That Alberta Education should be responsible for monitoring the quality of student performance, establishing standards of student achievement, determining the requirements for certification, and granting certificates.

3. That all students graduating from high school should meet provincially-prescribed requirements in each of language arts, social studies, mathematics, and science.

The Provincial Role

The provincial role in student evaluation includes:

1. Certifying the basic skills and knowledge attained by students graduating from high school through the awarding of a High School Diploma.
2. Certifying the degree of academic achievement attained by well-motivated and achieving students graduating from high school through the awarding of a Comprehensive Education Certificate.
3. Monitoring and reporting upon the levels of student achievement in Alberta school systems in language arts (English and French), mathematics, social studies, and the sciences at Grades 3, 6, and 9.
4. Coordinating the design and development of valid and reliable tests for measuring student achievement.
5. Providing an opportunity for Grade 12 students to appeal school-awarded marks, and for adults to achieve course credits in Biology 30, Chemistry 30, English 30, French 30, Mathematics 30, Physics 30, and Social Studies 30.
6. Providing adults who have not completed a formal high school education the means through which they may achieve the High School Equivalency Diploma.
7. Encouraging, as resources permit, appropriate diagnostic testing of students.

Provincial Student Evaluation Programs

To fulfill these aspects of the provincial role in student evaluation, the following programs have been established.

1. Achievement Testing Program

This program is designed to provide extensive and reliable indicators of levels of achievement by students in basic education throughout the province. Achievement Tests reflect the prescribed content of provincial programs of studies. The data gathered permit the establishment of provincial standards for the long-term appraisal of student achievement.

- (a) Achievement Tests are administered to students in Grades 3, 6, and 9, in each of language arts (English and French), social studies, mathematics, and science, to yield results significant at both district and provincial levels. Not all tests are given in each grade,

each year; rather, one subject area per grade is tested in any given year.

- (b) Following each test administration in June, the results are reported in the fall. A provincial summary is prepared for public distribution, and district reports, including student results, are issued only to the specific board for its information and use. Individual statements of results are not issued to students by Alberta Education.

2. Comprehensive Examinations Program

The purposes of the Comprehensive Examinations Program are:

- (1) to certify that high school graduates who qualify for a High School Diploma have achieved an acceptable degree of proficiency in general language arts, social studies, general mathematics, and general science; and,
- (2) to certify the degree of academic achievement attained by well-motivated and achieving students graduating from high school.

The Comprehensive Examinations Program provides all high school students with an external assessment of their achievement in four major discipline areas: language arts, social studies, mathematics, and the sciences. The program includes a compulsory element for all high school students in response to increased public demand for provincially-set standards of student achievement and comparability of results. Commencing September 1983, requirements for a High School Diploma will be extended to include successful completion of certain comprehensive examinations as outlined below. As indicated on page 6, the current requirements for the Comprehensive Education Certificate will not change.

The Comprehensive Examinations Program is designed to enhance public confidence in Alberta's education system by increased provincial involvement in establishing and maintaining standards of student achievement throughout the province. It is expected that, in addition to school-awarded marks, the results on comprehensive examinations will be given serious consideration by prospective employers for hiring purposes and post-secondary institutions for admission purposes. It is anticipated that results on comprehensive examinations will serve as a basis for granting awards under the Alberta Heritage Scholarship Fund.

The key elements of the program are outlined below.

- (a) Comprehensive Examinations will be offered in four discipline areas as follows:
 - (i) Language Arts
 - . General Language Arts (2½ hrs.)
 - . Advanced Language Arts (2½ hrs.)
 - (ii) Social Studies (2½ hrs.)

(iii) Mathematics

- . General Mathematics (2 hrs.)
- . Advanced Mathematics (2½ hrs.)

(iv) Sciences

- . General Science (2 hrs.)
- . Advanced Sciences
 - . Chemistry (2½ hrs.)
 - . Biology (2½ hrs.)
 - . Physics (2½ hrs.)

Alberta Education will distribute a description of each examination at the commencement of each school year. A list of the comprehensive examinations and their relationship to the awarding of the High School Diploma and the Comprehensive Education Certificate is outlined on the following page.

(b) Except for general mathematics and general science, each comprehensive examination will be based on the basic concepts and topic areas outlined in the provincially-prescribed program of studies for Grades 10, 11, and 12, with greater emphasis on Grade 12. The General Mathematics Comprehensive Examination will be based on the basic concepts and topic areas outlined in the prescribed program of studies for junior high school mathematics and senior high school mathematics at the Grade 10 level. The General Science Comprehensive Examination will be based on the basic concepts and topic areas outlined in the prescribed program of studies for junior high school science and senior high school science at the Grade 10 level. High school students may elect to write the General Mathematics Comprehensive Examination and the General Science Comprehensive Examination in Grades 10, 11, or 12.

(c) Apart from the comprehensive examinations in language arts, each of the comprehensives will be machine-scorable to the extent practicable. The Language Arts Comprehensive Examinations will contain objective items as well as questions requiring written expression on a 50-50 basis.

(d) Effective September 1983, all Grade 12 students expecting to qualify for a High School Diploma will be required to write the General Language Arts Comprehensive Examination. For the 1983-84 school year, Alberta Education will continue to award the High School Diploma to each graduating high school student based on present course-credit requirements provided that the individual attains a test score of 50% or better on the General Language Arts Comprehensive Examination. The General Language Arts Comprehensive Examination will be based on the common elements of the program of studies for English 13-23-33 and English 10-20-30.

(e) Effective September 1985, all Grade 12 students expecting to qualify for a High School Diploma will also be required to write the Social Studies Comprehensive Examination, and attain a standing of 50% or better. Effective the same date the requirements for the High School Diploma will be changed to include credit in Social Studies 20 and 30 in addition to Social Studies 10.

THE RELATIONSHIP OF THE COMPREHENSIVE EXAMINATIONS PROGRAM
TO THE HIGH SCHOOL DIPLOMA AND THE COMPREHENSIVE EDUCATION CERTIFICATE

DISCIPLINE AREA	EXAMINATION	TIME	HIGH SCHOOL DIPLOMA (Minimum standing) (Effective date)		COMPREHENSIVE EDUCATION CERTIFICATE (Minimum standing)	
Language Arts	General Language Arts	2 1/2 hrs.	✓ *	50%	Sept. 1983	✓ 50%
	Advanced Language Arts	2 1/2 hrs.				✓ 50%
Social Studies	Social Studies	2 1/2 hrs.	✓	50%	Sept. 1985	✓ 50%
Mathematics	General Mathematics	2 hrs.	✓	50%	Sept. 1986	
	Advanced Mathematics	2 1/2 hrs.				✓ 50%
Sciences	General Science	2 hrs.	✓	50%	Sept. 1986	
	Advanced Sciences					
	. Chemistry	2 1/2 hrs.				or ✓ ** 50%
	. Physics	2 1/2 hrs.				or ✓ 50%
	. Biology	2 1/2 hrs.				or ✓ 50%

* indicates a partial requirement for the High School Diploma and/or the Comprehensive Education Certificate

** while only one of the Advanced Sciences is required to qualify for the Comprehensive Education Certificate, students may choose to write one, two, or all three of the Advanced Sciences

(f) Effective September 1986, all Grade 12 students expecting to qualify for a High School Diploma will also be required to write and attain a standing of 50% or better on the General Mathematics and General Science Comprehensive Examinations. Students expecting to graduate from high school in the 1986-87 school year may write these examinations commencing January, 1985.

(g) A Comprehensive Education Certificate will be awarded when a candidate attains: (a) a standing of 50% or better in each of General and Advanced Language Arts, Advanced Mathematics, Social Studies; and (b) a standing of 50% or better in one of Biology, Chemistry, or Physics. An award of excellence will be noted on the certificate if the candidate achieves an average of 80%, with not less than 65% in any one of the four examinations.

(h) The examinations will be conducted by Alberta Education and administered by the local school authorities twice during a school year, that is, at the end of January and the end of June. A special sitting of these examinations will be held in August primarily for appeal purposes.

(i) Students writing the Comprehensive Examinations will receive a statement of results showing a percentage score for each examination written. This score will be added to the student record file maintained by Alberta Education and will appear on the official high school transcript.

3. Grade 12 Appeal Examinations Program

This program is designed to provide students or adults with an alternative evaluation of their standing in English 30, Mathematics 30, Social Studies 30, Chemistry 30, Biology 30, Physics 30, and French 30.

- (a) These examinations are administered in designated writing centres throughout the province in March and August of each year.
- (b) Each examination is based on the prescribed content as outlined in the program of studies.
- (c) Appeal Examinations may be written by:
 - (i) students who are dissatisfied with the final standing assigned by school;
 - (ii) adults, and students holding a High School Diploma; and
 - (iii) students applying for scholarships where donors require Alberta Education examination marks.
- (d) The results of these examinations are added to the student's high school record. Where two marks for the same course appear on the transcript, the higher of the two marks is used in calculating the average.

4. High School Equivalency Program

This program is designed to provide adults who did not complete a formal high school education with an opportunity to demonstrate that they have gained an educational maturity level equivalent to the minimum requirements of the High School Diploma. There are two alternative ways to achieve a High School Equivalency Diploma: (1) assessment of previous schooling and experience, as outlined in the Junior-Senior High School Handbook; and, (2) writing the General Educational Development (GED) Test Battery. The GED Test Battery is administered in cooperation with Alberta Advanced Education in various writing centres throughout the province, four times yearly (October, December, February, and May).

This program may provide successful candidates with enhanced opportunity to pursue career and educational aspirations. Some individuals may choose to write these tests for personal satisfaction.

5. Diagnostic Testing

Alberta Education intends to encourage appropriate diagnostic testing for every student, as soon as is feasible after they enter the system, and at appropriate intervals or occasions thereafter.

As a matter of policy, Alberta Education plans to make available, over time, a variety of resources and test materials to assure the quality of diagnostic testing of students across the province. A number of proposals, including a shared test bank, will be given careful consideration.

Alberta Education, in conjunction with other interested agencies such as school boards and universities, will proceed to acquire or develop appropriate tests for use by local jurisdictions and teachers as resources permit.

These tests are intended to improve the educational opportunity for every child by early, systematic identification of problems or strengths that might affect learning.

Minimum Mark for the Awarding of High School Course Credits

In Alberta, high school course credits are now being awarded when a student achieves a mark of 40%. This policy was introduced when all high school students took the matriculation courses such as English 10, 20, and 30 since no other sequence of English courses was offered. With the introduction of courses which vary in difficulty, particularly in English and Mathematics, it is proposed that the minimum mark for the awarding of course credits be raised to 50%. A pass mark of 50% is in accord with the public perception of what constitutes a minimum acceptable standard of achievement.

Conclusion

This provincial student evaluation policy has two major objectives: (a) to certify the level of achievement by students graduating from high school; and, (b) to establish, promote, and maintain acceptable standards of quality educational programs.

It is anticipated that the student evaluation policy and programs will result in better information for planning instructional strategies and revising curriculum. The provincial student evaluation programs also will provide another view of the curriculum, including additional information about the scope and nature of the program objectives being examined. These features can work toward the improvement of teaching and learning by defining the program more clearly for the teacher and providing more information on which instructional plans can be based.

APPENDIX

HIGH SCHOOL DIPLOMA REQUIREMENTS

1982-83 School Year

The High School Diploma is an official document issued by Alberta Education (each April, September and November), certifying that the holder has completed a prescribed program of instruction at a high school or through correspondence instruction under the direction and supervision of Alberta Education.

The diploma does not necessarily grant admission to post-secondary educational institutions. Students should be made aware that there is a variety of entrance requirements for post-secondary institutions and that they should plan their programs accordingly.

1. High School Diploma Requirements

A High School Diploma is awarded to a student holding one hundred credits, subject to the following requirements:

- a. Language Arts - a minimum of fifteen credits, five of which must be in English 10 or 13 and five in English 30 or 33.
- b. Social Studies and Social Sciences - a minimum of ten credits, five of which must be earned in Social Studies 10. A maximum of eighteen credits may be earned in the Social Science Options.
- c. Physical Education 10 - a minimum of two credits.
- d. Mathematics - a minimum of five credits with a maximum of: (i) ten credits in Grade X, and (ii) fifteen credits in Grade X and XI courses.
- e. Science - a minimum of three credits.
- f. Grade XII courses - five credits in English 30 or 33 plus a minimum of ten credits in other subjects at this level.

Credits earned in other approved high school courses may be used to obtain the required one hundred.

A minimum mark of 40% is required to receive credits in any course.

APPENDIX

SCHOOL ACT

Examination Regulation

531/82

1 In this regulation,

- (a) "board" includes a board of education of a county, a school committee under the *Municipal and School Administration Act* and a person or group approved as a board by the Director;
- (b) "candidate" means a person who writes an examination under this regulation;
- (c) "Director" means the Director of Student Evaluation;
- (d) "examination" means an examination that is approved by the Minister;
- (e) "examination materials" means papers, answer sheets, tapes and any other materials supplied by the Director for the purposes of an examination;
- (f) "examiner" means a person appointed under section 7(1);
- (g) "writing centre" means a school or other facility designated by the Director as a place where examinations will be written.

2(1) The Director may issue a directive in writing with respect to an examination prescribing the following:

- (a) the subject matter of the examination;
- (b) the qualifications required for a person to be a candidate;
- (c) the writing centre, date and time at which the examination will be conducted;
- (d) the date before which an application shall be received by the Director in order for the applicant to be a candidate for the examination;
- (e) the fee, if any, required to be paid by a candidate;
- (f) the place to which appeals and applications may be sent or delivered to the Director.

(2) The Director shall send a copy of the directive to each board and may require a board to conduct the examination.

(3) The Director may waive any time limits imposed in a directive.

3(1) A board shall conduct the examination in accordance with this regulation and the directive.

(2) The principal of a school designated as a writing centre shall be the chief presiding examiner for the examination.

(3) If the principal of a school designated as a writing centre is unable to act or the examination is being held in a building that is not a school, the board shall appoint a chief presiding examiner approved by the Director.

4(1) The chief presiding examiner shall keep all examination materials secure and is responsible for the security, supervision and conduct of the examination.

(2) The chief presiding examiner may appoint 1 or more presiding examiners to administer and supervise the examination.

(3) If the chief presiding examiner appoints as a presiding examiner a teacher who is an employee of the board, that teacher shall act as a presiding examiner.

(4) The chief presiding examiner shall deliver the examination materials to the Director in accordance with the Director's instructions after the examination is concluded.

5(1) A person may apply to be a candidate to write an examination

(a) in the form approved by the Director, and

(b) in accordance with the directive in respect of that examination.

(2) The fee, if any, for the examination shall accompany the application.

(3) The Director may approve an examination as being one for which no prior application is required from a candidate.

6(1) A handicapped candidate may apply to the board to have a scribe appointed by the chief presiding examiner to assist him during the examination.

(2) A scribe shall not be a relative, teacher or former teacher of the handicapped candidate.

(3) A scribe shall attend at the writing centre during the examination and assist the handicapped candidate in accordance with the appointment by the chief presiding examiner.

7(1) The Director shall appoint 1 or more examiners for each examination to design, prepare, score or rescore the examination or any part of it.

(2) An examiner shall hold a valid teaching certificate issued under the *Department of Education Act*.

(3) The Director may appoint 1 or more persons to prepare an evaluation guide to assist teachers in the interpretation of examination results.

8(1) Unless he is authorized to do so by the Director, no person, shall

(a) read an examination paper or answer sheet before an examination commences,

(b) copy or otherwise duplicate all or any part of an examination paper or answer sheet,

(c) suggest or provide answers to a candidate during an examination, or

(d) remove any examination materials from the examination room.

(2) No person shall

(a) write or attempt to write an examination under a false or fictitious identity,

(b) read or attempt to read a candidate's examination paper, answer sheet or any portion of them, during an examination or before they are returned to the Department unless he is appointed as a scribe for that candidate,

(c) bring into an examination room any materials or aids that may assist a candidate with the examination, other than materials or aids that are expressly permitted by the Director,

(d) communicate or attempt to communicate in any manner with a candidate during the examination unless he is appointed as a scribe for that candidate,

(e) tamper with any of the examination materials required in connection with an examination, or

(f) enter or leave the examination room without the consent of the presiding examiner.

(3) Notwithstanding subsection 2(d), the presiding examiner may communicate with a candidate on a matter other than the subject matter of the examination.

9 The presiding examiner may evict any person who contravenes section 8 from the examination room.

10(1) The chief presiding examiner, at the conclusion of the examination period, shall sign a statement indicating,

(a) that the examination was administered and supervised without incident in accordance with the regulations and the directives of the Director, or

(b) that the examination was administered and supervised in accordance with the regulations and the directives of the Director except for noted incidents or special, irregular or unusual circumstances.

(2) If the chief presiding examiner signs a statement under subsection (1)(b), the Director may

(a) declare that the examination is invalid in respect of any or all of the candidates and that the relevant answers will not be scored, or

(b) make any other decision in respect of the examination or a candidate that he considers necessary.

(3) The Director shall notify the candidate of his decision under subsection (2) as soon as possible.

(4) If a decision is made under subsection (2), a candidate may apply to the Director to have his examination answers scored notwithstanding that the examination has been declared invalid or the answers were not completed by the candidate.

(5) An application under subsection (4) shall be made in writing, and delivered to the Director not more than 30 days after the date on which the Director's decision was made.

(6) If a decision is made under subsection (2), a candidate to whom that decision applies shall be entitled to be a candidate for any examination on the same subject that is conducted within 18 months following the date on which the decision is made.

11(1) A candidate who was evicted from an examination may appeal that eviction in writing to the Director not more than 7 days after the eviction.

(2) An appeal under subsection (1) shall include a statement as to why the candidate should not have been evicted.

(3) The Director, on receiving the appeal under subsection (1) from the chief presiding examiner, may

(a) confirm the eviction,

(b) uphold the appeal and require the candidate's answer to be scored, or

(c) permit the candidate to write another examination in the same subject at a time and place prescribed by the Director.

12 Notwithstanding section 10(6), if a candidate contravenes section 8, he shall not write an examination in any subject for a period of not less than 1 year after the date of the contravention unless he is permitted to do so by the Director.

13(1) The Director may send a candidate a statement of the results of the scoring of the answer to the examination forthwith after he receives those results from the examiner.

(2) A candidate may apply to the Director to have his answer to the examination rescored.

(3) An application under subsection (2) shall be in writing, accompanied by a fee of \$10 and delivered to the Director not more than 60 days after the date on which the examination was conducted.

(4) The Director, on receiving the application under subsection (2), shall cause the candidate's answer to be re-evaluated and rescored and shall send the candidate a statement of the results of the re-evaluation and rescoring forthwith after he receives the results from the examiner.

(5) A re-examination and rescoring made under subsection (4) is final.

(6) If a candidate has applied for his examination answer to be rescored under this section and the rescoring raises his score by 5 or more marks, he may be paid a refund of the fee paid under subsection (3).

14(1) The Director may make any decisions necessary to resolve any question, matter or dispute that arises in connection with the administration or supervision of an examination that is not referred to in section 8.

(2) The Director may waive any time limit imposed by this regulation with respect to a person or class of persons.

15(1) The Director may approve a writing centre as a special writing centre.

(2) The chief presiding examiner for a special writing centre may be paid the following:

(a) \$40 per 1/2 day if 1 or more candidates report to write the examination;

(b) \$20 per 1/2 day if no candidates report to write the examination;

(c) \$10 for preparing the examination room and packaging the examination papers.

(3) A presiding examiner for a special writing centre may be paid the following:

(a) \$30 per 1/2 day if 1 or more candidates report to write the examination;

(b) \$15 per 1/2 day if no candidates report to write the examination.

16 With the prior approval of the Director, the board shall be paid the actual cost of shipping or delivering examination materials to the Director.

17 On the approval of the Director, an examiner shall be paid the following:

(a) not more than \$10 for the preparation of an examination question accepted by the Minister;

(b) not more than \$1000 for the preparation of an evaluation guide under section 7(3);

(c) not more than \$500 for the preparation of a supplement to an evaluation guide;

(d) \$18 per hour spent designing, scoring or rescoring examination answers or on other related duties performed by the examiner at the request of the Director;

(e) in accordance with Schedule 2 Part B of the Committee Remuneration Order (O.C. 1175/80) for attendance at committee meetings for the purpose of planning and developing examinations.

18 An examiner shall be paid an allowance pursuant to the Subsistence and Travelling Allowances Regulation (O.C. 293/79) as if he were an employee of the government if he

(a) designs, scores or rescors examinations at a place other than where he ordinarily resides, or

(b) is required by the Director to stay temporarily at a place other than that where he ordinarily resides.

19 If an examiner is employed by a board as a teacher, his employer may be paid the cost of employing a substitute teacher when the examiner is unable to teach because of his duties as an examiner.

20(1) A person shall pay a fee of \$10 for each examination for which he is a candidate in accordance with the directive in respect of that examination.

(2) The Director may waive the fee required to be paid by a candidate.

(3) The Director may waive the payment of a fee in respect of an examination.

21 The Departmental Examination Regulations (Alta. Reg. 20/76) and the Administration and Supervision of Examination Regulation (Alta. Reg. 200/79) are repealed.